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to pupils in the upper grades whose abilities in the fundamental operations vary all the way from nearly zero to the abilities of the skilled accountant or bookkeeper. Again it cannot be done [p. 24].

The recommendations presented in chapter iv constitute an important phase of the report. Among other things it is urged that the pupils be grouped according to brightness, that instruction be adjusted to meet the needs of the classes so organized, and that psychological and educational testing be given a permanent place in the organization of the school system. While in some respects the organization of the report might be improved, the presentation of the data is clear and effective. The study is an interesting contribution to the testing movement.

FLOYD W. REEVES

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*A general course in social science.*—General courses, each offering a survey of some relatively comprehensive field, are coming into favor. Organized on this principle are reconstructed mathematics, general science, many two-year foreign language courses, and, once more, general history. If history, with its relatively firm footing in the high-school curriculum, has found it desirable to don this once discarded dress, it is not surprising that the remaining social sciences which have been struggling to obtain a foothold in the high school should unite into one general course and thus press their claims for recognition. Economics, sociology, and the long established but much remodeled course in civics make common cause in the third volume of the American Social Science Series<sup>1</sup> and seek in this combined form “to meet the needs of those institutions in which opportunity is lacking for a detailed treatment of the social sciences individually” (p. vii).

The authors are no doubt fully justified in their claims for this volume, that “it marks, moreover, the advent of a new movement in secondary education,” as well as in their hope that “it makes a definite contribution” to this movement. “The aim,” says the preface, “has been to provide the student with typical material for a general introductory course in problems of democracy, which not only stress certain fundamental characteristics of our own civilization, but preserve at the same time a proper balance between the political, the economic, and the social factors in American life.” The topics have been treated as unified problems, each from the standpoint of general social development, not subdivided into “separate air-tight compartments labeled political, economic, and social.”

The problem of selecting materials from an abundant field has been excellently solved as regards topics chosen; and the treatment of these topics is well-balanced, concrete, and sure to awaken interest. The language is brisk and clear; sentences short and to the point. The illustrations are unusually

<sup>1</sup> HENRY REED BURCH and S. HOWARD PATTERSON, *Problems of American Democracy*. New York: Macmillan Co., 1922. Pp. x+601.

apt and interest-compelling, for example, the one entitled "Women of New York protesting against high prices" (p. 435).

The point of view of the authors is not only evolutionary, but almost painfully Darwinian. Natural selection is repeatedly invoked to explain social origins, and there is frequent failure to distinguish sharply between theory and fact. It is asserted as a fact, for instance, that "the Scandinavian immigrant, unaccustomed to the moderate climate found along the eastern coast of the United States, prefers the cooler Northwest to which he can adapt himself" (p. 14). Chapters i to iv and, in a lesser measure, chapter xl can stand considerable revision from this point of view.

A good course in general history is a desirable prerequisite for the study of this book; a course in United States history would profitably parallel it or immediately precede it. The volume will be especially serviceable in those states which have recently made the study of citizenship and social problems compulsory, for example, Iowa and North Dakota.

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*Problems of juvenile delinquency.*—Educational progress, which is brought about by a complex of social forces, cannot be separated from other types of social progress. The ever-changing social structure requires constant modification in the schools. Many cities are finding their educational problem complicated by the rapid influx of foreign-born or colored population. An investigation<sup>1</sup> has been made of one phase of this problem as it relates to delinquency and crime in an industrial center containing a mixed population.

The monograph opens with a brief description of the situation in Gary, Indiana, where the data were secured. Because of the limited number of cases the study has been made intensive rather than extensive. Juvenile delinquency and adult crime are treated separately in the discussion. The author has included a number of excellent tables and an extensive bibliography in the appendix.

In a general way the results obtained in this study agree with those found in the Special Report of the United States Census on Prisoners and Juvenile Delinquents in 1904 for the United States as a whole. In both cases the new immigration (since 1882) and the colored population bear more than their share of juvenile delinquency and petty adult crime. The author interprets these facts in the following manner:

It is unfair then in juvenile delinquency and adult crime in Gary to compare the New Immigration and the Colored, consisting chiefly of the lower economic and social classes, with the Americans and the Old Immigration including *all* social and economic

<sup>1</sup> EDNA HATFIELD EDMONDSON, *Juvenile Delinquency and Adult Crime*. Indiana University Studies, No. 49. Bloomington, Indiana: Indiana University, 1921. Pp. 114. \$1.00.